

north carolina museum of art





Today's Session will ...

- Explore discussion strategies as a way to bring works of art into the classroom to strengthen visual literacy skills
- Learn strategies for analyzing works of art to help students build skills in: Visual Literacy, Speaking & Listening, Critical Thinking, Problem Solving, and Communication
- Provide an overview of ArtNC online resources



THE BIG PICTURE

**A statewide professional development program
that helps teachers make connections
across subjects *through* art.**

www.artnc.org





PROGRAM COMPONENTS

Educator expos

Teacher workshops

Teaching fellowships

Webinars

Student exhibitions

New and improved ArtNC web site

www.artnc.org



Big Picture Teaching Concepts

Change
Collaboration
Communication
Conflict
Cycle
Environment
Family
Force
Function
Identity
Impact
Interdependence
Investigation

Meaning
Movement
Observation
Order
Part/Whole
Perception
Persuasion
Place
Power
Problem-solving
Reflection
Ritual
Subjectivity

Sustainability
Technology
Variation
Work



artnc Lessons Programs Works of Art Concept Maps

start a concept map! LOG IN portfolio

order

transformation

repetition & variation

protractor

Art and Concepts Connect Classrooms

change collaboration communication conflict cycle environment family force

function identity **impact** interdependence investigation meaning movement

observation order part/whole perception **perspective** **persuasion** place

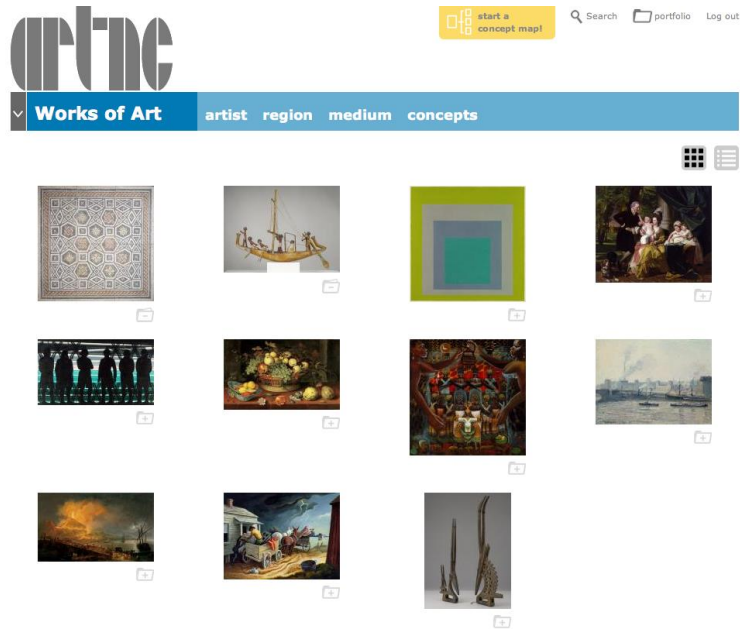
power problem solving reflection ritual subjectivity survival technology time variation

www.artnc.org



150 Works of Art

easily searchable by concepts you teach in the classroom



The North Carolina Museum of Art, 2110 Blue Ridge Road, Raleigh, NC (919) 839-6262 © 2011
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<div> <div> start a concept map! </div> <div> Search portfolio Log out </div> </div> <div> <div>Works of Art</div> <div>artist region medium concepts</div> </div>						
	Title	Date	Artist/Culture	Region	Media	Concepts
	Untitled	1994	John Thomas Biggers	American	Oil on canvas	cycle, family, identity, interdependence, meaning
	The Eruption of Mt. Vesuvius	1777	Pierre-Jacques Volaire	French	Oil on canvas	change, force, interdependence, observation, place
	Study for Homage to the Square: "High Spring"	1962	Josef Albers	American (born Germany)	Oil on canvas	order, part/whole, perception, problem solving, variation
	Still Life with Basket of Fruit	1622	Balthasar van der Ast	Dutch	Oil on panel	change, cycle, interdependence, investigation, observation
	Spring on the Missouri	1945	Thomas Hart Benton	American	Oil and tempera on Masonite	collaboration, environment, force, place, survival
	Sir William Pepperrell (1746-1816) and His Family	1778	John Singleton Copley	American	Oil on canvas	change, family, order, persuasion, place

1 2 [next >](#) [last >](#)

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Works of Art can be filtered by Artist, Region, Medium, Concept



Lessons

Programs

Works of Art

Concept Maps



start a
concept map!

LOG IN

portfolio

search by **artist** **region** **medium** **concept**

[All Results](#) » force



High-Resolution Images



Art-integrated Lesson Plans aligned to Common Core and Essential Standards



login



Lesson Plan: Powerful Forces



Written by Sharon Hill, Art Teacher

Essential Question: *What are natural forces and how do they impact us?*

Abstract: Students explore natural forces and their impact on living creatures through group discussion, art, making and story writing. Movement as a design element is explored and applied.

GRADE LEVEL

K 1 2 3

SUBJECT AREAS

English Language Arts

Science Visual Arts

CONCEPTS

environment force

movement



Student Learning Objectives

- The student will explore a variety of natural forces and demonstrate deeper understanding of one force of his/her choosing.
- The student will explore human responses to natural forces.
- The student will identify movement in a work of art.
- The student will incorporate movement in a work of art of his/her own design.

Nort Carolina Essential Standards Correlations

English Language Arts
K.W.3, 1.W.3, 2.W.3, 3.W.3

Science
K.E.1.1, 1.P.1.3, 3.P.1.1

Visual Arts
K.V.3.3, 1.V.3.3, 2.V.1.5,
2.V.3.3, 3.V.1.5, 3.V.3.3,
3.CR.1.1

Activities Assessments Resources Background Info Comments

1. Explore the term *force* as a class through discussion and example. (You may use a bowling pin and ball to demonstrate the impact of force on a still object. Use different types of balls if you wish to demonstrate different speeds and impact.) Describe the action of forces and the changes that action brings about. Ask students to help you brainstorm a list of forces that occur nature (rain, wind, fire, etc.). Make a second list of the outcomes that often result from these forces (floods, power generation, movement of plants and seeds, etc.). Discuss ways students might measure these forces (wind speed, rain fall, temperature).

2. Discuss the focus works of art with students. *Why are the people moving? What is making them flee the scene? How do natural forces impact (or change) the environment, humans and other creatures?* Ask students to look for examples of movement in the works. *What did the artists use to show the movement caused by these natural forces?* Ask students to describe the events that precede the moment depicted in each painting and what is about to happen in the scenes.

3. Using collage materials (torn paper, yarn scraps, etc.) and crayons/markers have students create a multimedia artwork that helps them explore one natural force and the movement associated with it. *How could they best show this natural force at work? What would it look like?* (If necessary, have students research photographs of natural forces at work.) *Would the student be in the picture? Would there be other people in the picture? Or, would there be some kind of object, such as a tree, car, ship, house? How would they respond to the force? What movement would be occurring?*

4. Students will write and illustrate a descriptive paragraph about a superhero who possesses the powers of the natural force they selected in step 3. They will describe the way that superhero impacts the people and places around him/her.

www.artnc.org



Lessons can be filtered by Grade, Subject, Concept



Lessons

Programs

Works of Art

Concept Maps



start a
concept map!

LOG IN



portfolio

sort by **grade** subject concept

Kindergarten



LESSON PLAN

*Telling Stories about
Ourselves*



LESSON PLAN

Becoming Part of the Action



LESSON PLAN

Powerful Forces



LESSON PLAN

Families throughout Time



LESSON PLAN

Using Symbols

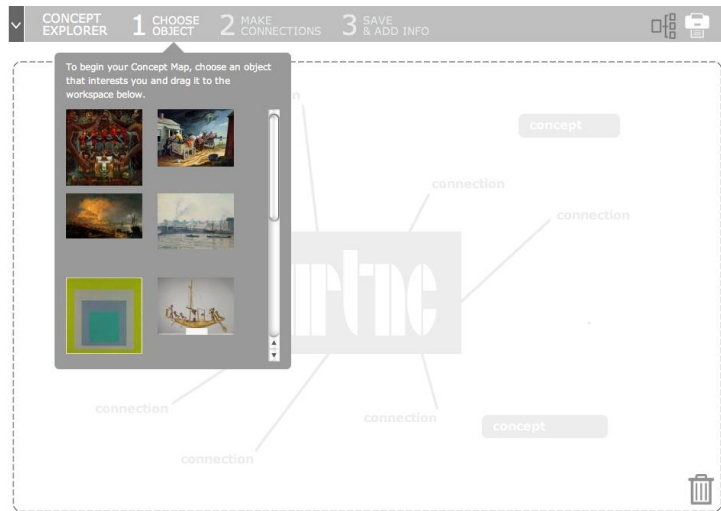


LESSON PLAN

Mosaic Makers

The Concept Explorer: Brainstorm Connections. Browse and create your own concept maps.

an innovative curriculum planning tool that helps you explore connections between NCMA works of art and concepts you teach in the classroom.



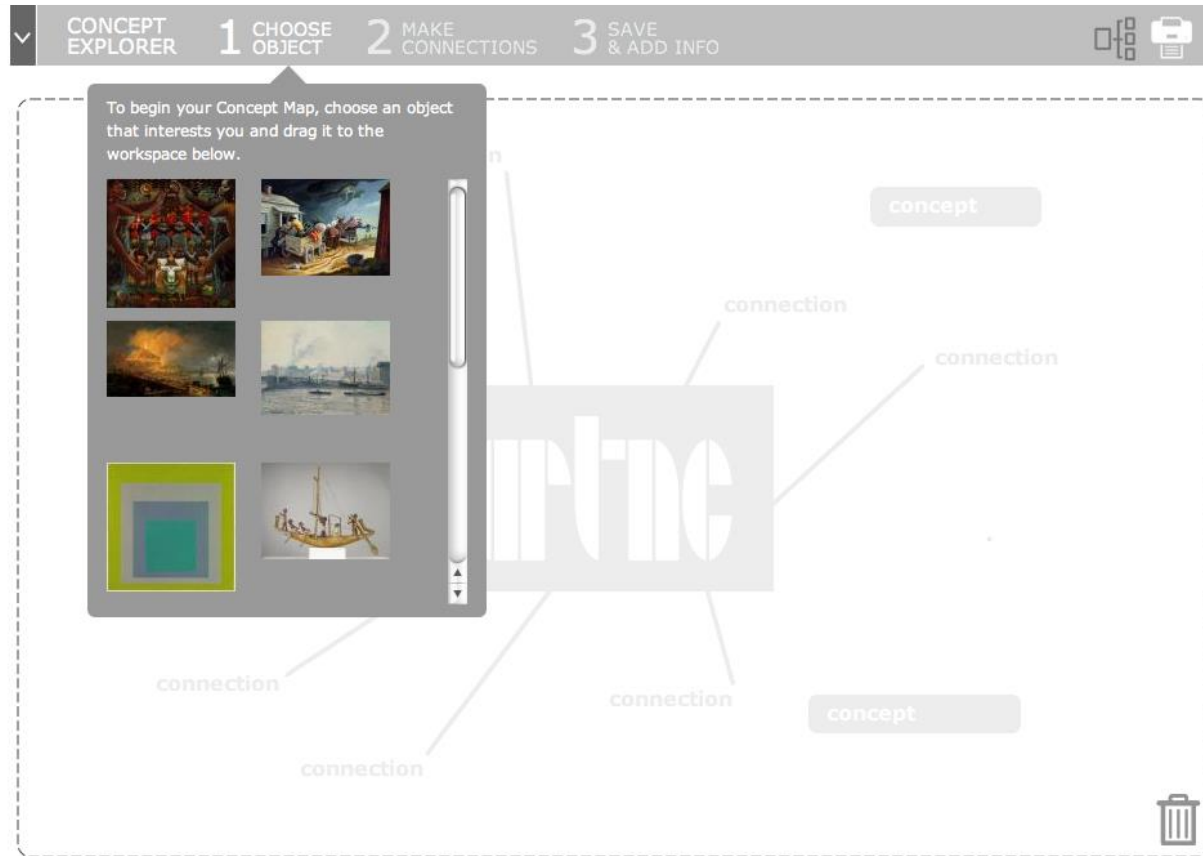
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Here's how the Concept Explorer works...

Step 1: Choose a work of art that interests you.



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Here's how the Concept Explorer works...



Step 2: Select 3 concepts that relate to your curriculum and...

CONCEPT EXPLORER

1 CHOOSE OBJECT

2 MAKE CONNECTIONS

3 SAVE & ADD INFO



The concepts below relate to this work of art. Choose 3 that also connect to your classroom instruction. Drag them into the workspace. To remove a concept from your map, drag the concept back here or throw it in the trash.

Click + to add connections you see between your concept and the work of art. Organize your connections by clicking and dragging them around the workspace.

The icons at the top of the page allow you to view related maps, share your map with colleagues or print your map.



survival

place

collaboration

environment

force



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Here's how the Concept Explorer works...


Step 2: ...make connections between your concepts and the work of art.

CONCEPT EXPLORER

1 CHOOSE OBJECT

2 MAKE CONNECTIONS

3 SAVE & ADD INFO



add connection





environment +

man vs. nature

midwest rural farm land

survival +

needs vs. wants

collaboration +

family

working together to escape



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Here's how the Concept Explorer works...

Step 3: Consider how you might teach the strongest connections.

CONCEPT EXPLORER

1 CHOOSE OBJECT2 MAKE CONNECTIONS3 SAVE & ADD INFO

TITLE

Survival

Grade

3

Subject

Science, Social Studies,

✓ Check all ✕ Uncheck all ✕

☐ Dance

☐ Drama

☐ English Language Arts

☐ Math

☐ Music

☒ Science

☒ Social Studies

PERSONAL NOTES

Use to describe how humans respond in an emergency. What do you take with you when you have to flee? What are needs vs. wants? Where can you go?

PUBLIC DESCRIPTION

Good lesson in disaster response and environmental impact on humans. Could discuss needs vs. wants, emergency resources, natural disasters.

SAVE & CONTINUE

SAVE & START NEW

working together to escape

needs vs. wants

survival +

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Here's how the Concept Explorer works...

Use your finished map as a planning and teaching tool.

The screenshot displays the Concept Explorer interface. At the top, a navigation bar includes a dropdown arrow, the text 'CONCEPT EXPLORER', and three numbered steps: '1 CHOOSE OBJECT', '2 MAKE CONNECTIONS', and '3 SAVE & ADD INFO'. To the right of these steps are icons for a grid and a printer. The main workspace features a central image of a painting depicting a family in a storm, with a house and horses. Various concept labels are connected to the image by lines. On the left, labels include 'collaboration +', 'farming is a collaborative effort, too', 'family', 'working together to escape', 'even horses are participating in escape', and 'in a disaster we must rely on others'. On the right, labels include 'environment +', 'man vs. nature', 'midwest rural farm land', 'Will this be the end of their farm? Can they return?', 'survival +', 'environmental disaster response', 'needs vs. wants', and 'Are they headed in the right direction?'. A trash can icon is located at the bottom right of the workspace. At the bottom of the interface, a footer reads: 'The North Carolina Museum of Art, 2110 Blue Ridge Road, Raleigh, NC (919) 839-6262 © 2011 ArtNC is made possible by the North Carolina GlaxoSmithKline Foundation'.

- Use it as a lesson plan.
- Send it to a colleague to stimulate collaboration.
- Share your ideas with other ArtNC users.

Concept Maps can be filtered by Concept, Grade or Subject



Lessons

Programs

Works of Art

Concept Maps



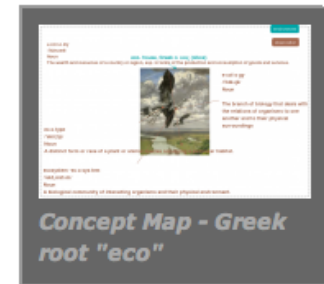
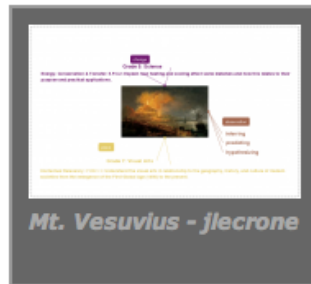
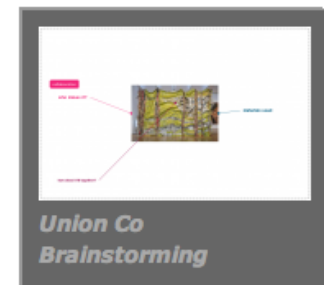
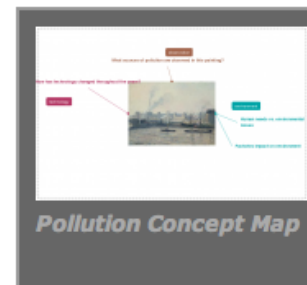
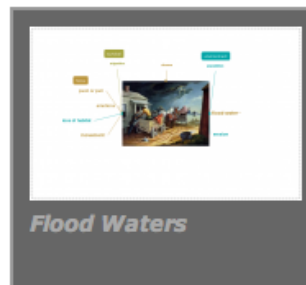
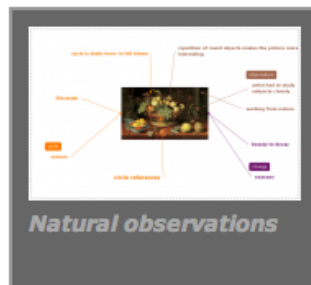
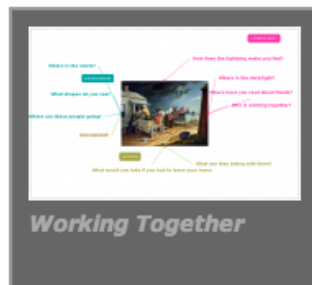
start a
concept map!

LOG IN

portfolio

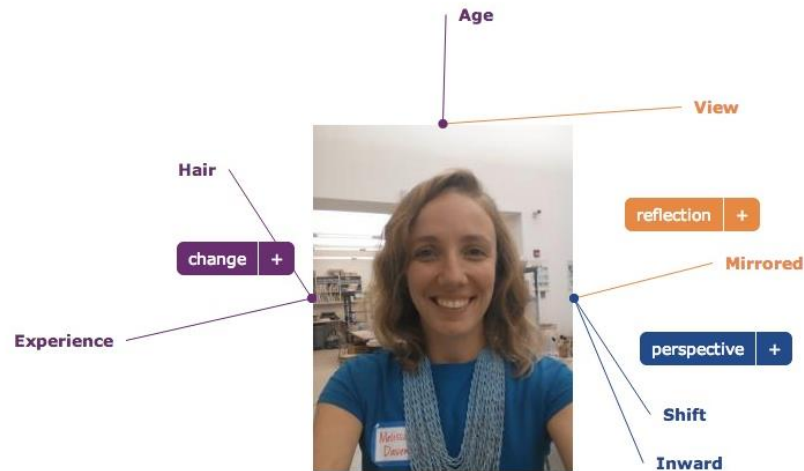
search by **concept** **grade** **subject**

[All Results](#) » Science



We listened to your feedback...

Here's what you can do with the updated Concept Explorer 2.0.



- Upload your own images.
- Add your own concepts.
- Use a tablet to take picture in your classroom, outside or in the galleries

Personal Images ± (add or delete your own images)



www.artnc.org



Concept Map - smitron - 07/11/2014 12:36 (public)



by smitron

DESCRIPTION:

ELA and Visual Art project that explores Identity through Portraits both written and drawn. This is a completed student work with concepts explored.

NOTES:



copy & edit

communication

How do you use text and image to communicate what you believe in through a self-portrait

perspective

Recognizing individual value and belief systems



Research and make choice on Font Style/ Typography

Determine value/color choices to create an image that is readable and dynamic

How to integrate text and image - find compositional balance

Listen to NPR "This I Believe" series to hear/read individual stories

How to work from a photograph and size up an image

Welcome! Your portfolio is your personal space for storing your favorite ArtNC resources.



All



Support Documents

- [Big Picture Concepts](#)
- [Art Integration Curriculum Map](#)
- [Art-Integrated Lesson Plan Template](#)
- [Art-Integrated Lesson Plan Reflection Worksheet](#)
- [Easy Approaches to Teaching with Objects](#)

E-News

[Subscribe](#) to our bi-monthly educator eNews. It's filled with resources, tips, and Museum programs and events—just for educators!

All

My Concept Maps



Concept Map - smitron -



Concept Map - smitron -



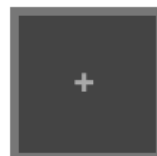
Concept Map - smitron -



Concept Map - smitron -



Concept Map - - 04/24/2013 9:09



Personal Images (add or delete your own images)



This I Believe Portrait



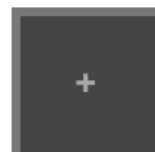
School Mural



In the Galleries



Powerful/Powerless



Concept Maps



Impact of the



Gardens by 2nd



Traditions

Professional Development Programs

The screenshot displays the artnc.org website with a navigation bar at the top containing links for Lessons, Programs, Works of Art, and Concept Maps, along with a search icon. On the right, there are buttons for 'start a concept map!' and 'LOG IN portfolio'. The main content area is divided into three sections:

- Collection Resources**: A green header with the text 'Free resources and student gallery tours bring the collection to your students.' Below this are five tiles: 'The Museum Library' (showing book spines), 'NCMA Online Collection' (showing a gallery hallway), 'Student Tours' (showing a group of students), 'Teacher's Day Out' (showing a teacher and students in a gallery), and 'Educator eNews' (showing a newsletter preview).
- Educator Expos**: A yellow header with the text 'Don't miss these free events that celebrate and inspire art and education in North Carolina. Programs include keynote presentations by acclaimed artists and educators, showcase of classroom resources, lesson plan demos, and free prizes!' Below this are two tiles: 'Summer Expo: Environment in Focus' (dated Aug 30, showing a landscape painting) and 'Fall Expo: Perception' (dated Nov 7, showing a still life painting).
- Professional Development Courses and Workshops**: A teal header with the text 'CEU credit is provided for all NCMA courses and workshops.' Below this are five tiles for upcoming events: 'American' (Sep 18, showing a painting), 'Absolutely Brilliant' (Sep 22, showing a painting), 'Tour of the New' (Sep 29, showing a person looking at a painting), 'Tour of the New' (Oct 13, showing a person looking at a painting), and 'Team Planning' (Oct 19-20, showing two people at a table).

www.artnc.org



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news.artnc.org



facebook.com/NCMATeachers



Inquiry-based Discussion Strategies







Nouns and Adjectives

This strategy encourages students to consider how artists communicate information through a visual medium. Have students respond to the first two questions in writing or facilitate as a group discussion. *Tip: record student answers to use later for the story.*

What are some nouns you see in this painting?

What are some adjectives you see in this painting?

Select a few of the adjectives that students offer and ask:

How did the artist create the effect of [insert adjective]?

Have students create a 6-word poem or story about the work of art using only their nouns and adjectives.



VISUAL THINKING STRATEGIES (VTS)

BEGIN WITH 3 OPEN ENDED QUESTIONS...

- 1.WHAT'S GOING ON IN THIS PICTURE?
- 2.WHAT DO YOU SEE THAT MAKES YOU SAY THAT?
- 3.WHAT MORE CAN WE FIND?

3 FACILITATION TECHNIQUES...

- 1.PARAPHRASE COMMENTS NEUTRALLY
- 2.POINT AT THE AREA BEING DISCUSSED
- 3.LINK AND FRAME STUDENT COMMENTS

STUDENTS ARE ASKED TO...

- 1.LOOK CAREFULLY AT WORKS OF ART
- 2.TALK ABOUT WHAT THEY OBSERVE
- 3.BACK UP THEIR IDEAS WITH EVIDENCE
- 4.LISTEN AND CONSIDER THE VIEWS OF OTHERS
- 5.DISCUSS MANY POSSIBLE INTERPRETATIONS







Inquiry through Art: Three Basic Moves

- Ask initiating questions.
- Ask questions to respond and follow-up.
- Insert information at key points.

(Adapted from Schmidt, Laurel. *Classroom Confidential: The 12 Secrets of Great Teachers*, 2004)

Inquiry through Art: Three Basic Moves

- Initiating Questions:
 - Open-ended
 - Can be used to begin the looking at a work of art
 - *What do you notice?*
 - *What does this work of art remind you of?*
 - *What do you see?*
 - *What does this work of art make you wonder?*
 - *What do you suppose is happening here?*
 - *What words, thoughts, images, or sensations (sounds, smells) come to mind as you look at this?*

Inquiry through Art: Three Basic Moves

- Next Level of Initiating Questions:
 - After deep looking, these kinds of open-ended questions can be used to help move thinking to a particular topic or focus:
 - *Why do you **think** the artist included these particular figures in the painting?*
 - *How **would** you describe the landscape in this work?*
 - *What **might** we understand about the artist's view of the individuals pictured?*
 - *What **could** be said about the mood of this scene?*

Inquiry through Art: Three Basic Moves

- Response and follow-up questions
 - Use these for clarification, to examine assumptions, and to make aware of point of view
 - Essential to keep inquiry going
 - Push student thinking and prompt deeper inquiry

Inquiry through Art: Three Basic Moves

- Some response and follow-up questions:
 - *What do you mean by...? Can you give an example?*
 - *Could you explain that further?*
 - *Could you put that another way?*
 - *What would someone who disagrees say?*
 - *What is an alternative?*
 - *You seem to be assuming _____. How would you justify this?*
 - *When wouldn't your statement be true?*
 - *How do you know?*
 - *What would change your mind?*
 - *What effect would that have?*
 - *Tell us more about how that would work.*

Inquiry through Art: Three Basic Moves

- Insert information at key places
 - Helps to stretch thinking and deepen understanding
 - Summarize what is known periodically

Building Visual Literacy through Inquiry-Based Discussion Strategies

Visual Thinking Strategies

What is going on in this picture?

What do you see that makes you say that?

What more can you find?

Nouns/Adjectives

List the nouns you see.

List the adjectives you see.

Select a few of the adjectives and ask:

How did the artist create the effect of [insert adjective]?

Create a 6-word story about the work of art using only words your lists.



College and Career Readiness Anchor Standards for Reading

Key Ideas and Details (What does the text say?)

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure (How does the text say it?)

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas (What does the text mean? What is its value? How does the text connect to other texts?)

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Final Reflection

- How and when may you choose to incorporate works of art into your classroom?
- What discussion strategies seem like a good fit for your classroom?